AS1.5 Describe the causes and consequences of an historical event

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**Encourage students to consider the causes and consequences of an historical event in a variety of contexts, eg:**
- social, political, economic, and cultural.

Students need to develop the skills of essay writing, including:
- structuring, question analysis, establishing relevance, and ordering.

They need to acquire vocabulary for:
- ordering and distinguishing material, eg: primary and secondary material, immediate, short-term, long-term, permanent, superficial, and fundamental

Students also need access to and understanding of appropriate context related vocabulary, eg, for a theme of race:
- discrimination, integration, segregation, racism, stereotypes, civil disobedience, protest, direct action.

Introduce key vocabulary through a vocab scatter activity.
- Give students a minute to look over a list of words projected onto the whiteboard.
- Ask them to write down all the words they remember. Once they have done this, have them work with the person they are sitting next to check over

**Relating to Others**
Encourage students to work together to review essays, both their own and exemplars from previous years.

Peer review and peer marking could be carried out using the moderators’ reports, assessment schedules and judgement statement, NZQA exemplars and previous years’ essays.

**Thinking**
Encourage students to look at, discuss, and explore the directive terms of use in answering essay questions, eg:
- discuss, evaluate, analyse, compare, contrast, and explain.

**Using Language, Symbols, and Texts**
Encourage students to read their own and other essays critically in an effort to recognise good practice and improve key aspects:
- clarity of discussion/argument
- accuracy of language and historical evidence
- logic and coherence of argument
- comprehensive coverage of the questions being discussed.

**Participating and Contributing**
- In small groups, give students copies of exemplars that have the paragraphs jumbled up.
- Have the groups reorder the paragraphs, coming up with a collective justification for their
their words, exchanging those that they didn’t have.

- After working in pairs, have the pairs move into groups of four and repeat the exercise. Each group should have all the words by this stage.
- Check this by projecting the words again and allowing a final check. Students can then attempt to define these words in their groups.

A Dictionary Daze activity could also be used for those words that students have no idea about.

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<td>- have them share their justification with the class in a plenary session.</td>
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In small groups get students to create posters to show the ideal features of the different parts of an essay, eg:

- introduction, paragraphs, conclusion, causes, and consequences.

Moving from pairs to groups of four or more, students combine their understanding of the vocabulary through activities such as Dictionary Daze or Vocab Scatters